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PUBLIC AND PRIVATE SCHOOLS PREPARING FOR FALL TERM

(Continued from page nine)

board and tuition for the school year of ten months. Many children remain in the school the year round, and, in many cases, it is their only home.

The school's greatest need at the present time is an addition to the endowment fund, and a preparatory school for boys and girls between the ages of five and eleven years.

The average girl who leaves the Kamehameha Seminary goes to the normal school, where she fits herself to be a teacher, a mother's helper, or to work in a doctor's office, or to do general housework, or to earn one dollar a day doing plain sewing—or to make a home for herself and husband. The school turns early marriage, as a home life offers a protection to the girl that she might not otherwise have.

Kamehameha Seminary begins the fall term September 15 with the following instructors: Miss Mabel E. Bosher, principal; Ruth Henry, grammar grades; Christine Rowenhorst, grammar grades; Bertha L. Kemp, intermediate grades; Roselle Faust, primary; Frances M. Gould, domestic art; Tai Mui Ting, assistant in domestic art; Edith Neill, vocal and instrumental music; Mary Warner, hygiene; Louise Larrabee, domestic science; Esther Kallio, assistant in domestic science.

Kamehameha Schools. The founder of the Kamehameha schools, Princess Pauahi, afterwards Mrs. Charles R. Bishop, was the last of the royal line of Kamehameha; hence the name of these schools. The Princess was born December 16th, 1827, and died October 16th, 1884. After making a few personal bequests she bequeathed all of her estates, real and personal, for the education and maintenance in the Hawaiian islands of two schools, one for boys and one for girls to be known as the Kamehameha schools. Her husband, the Hon. Charles R. Bishop, has added to this endowment large and valuable properties.

The founder's rare insight into the needs of the Hawaiian youth is shown in the following provision: "I desire my trustees to provide first and chiefly a good education in the common English branches, and also instruction in morals and in useful knowledge as may tend to make good and industrious men and women, and I desire instruction in the higher branches to be subsidiary to the foregoing object."

The trustees appointed to execute the will were her husband, the Hon. Charles R. Bishop, Hon. Samuel M. Damon, Rev. Charles M. Hyde, D. D., Hon. Charles M. Cooke, and Hon. William O. Smith. Their first meeting took place at Mr. Bishop's home, April 9th, 1885. In accordance with the terms of the will the school for boys was opened first. The school was organized October 20th, 1887, and was formally opened November 4th, of the same year. In September, 1888, the preparatory department of the school for boys was organized, and the school for girls was formally opened December 19th, 1884.

The schools are located on a portion of the founder's estate about two miles from the business part of Honolulu. An elevation of seventy-five feet gives a comprehensive view of the city, the harbor, and the ocean beyond. The view to the east and west is broken by two craters, Diamond Head and Punchbowl, and the two mountain ranges of the island. The campus, comprising about one hundred acres, is sufficiently sloped to give perfect drainage, and the air and sunshine are as fine as the islands afford. The general management and control of the schools is vested in the trustees, appointed for life under the will of Bernice Pauahi Bishop. Vacancies are filled by the court of jurisdiction in the territory. The president of the schools is the executive head. Each faculty is presided over by a principal.

The schools supply comfortable and well-regulated homes for their students. The dining departments are under the direction of experienced housekeepers, and the food is of the best quality and carefully prepared. Free medical examination and attendance and the care of trained nurses are afforded in cases of illness. The sanitary conditions of the schools are above question. A complete sewage system has been established. The schools have their own water supply, furnishing all departments with artesian water of unexcelled purity. While the boys and girls receive their instruction in separate schools, they are thrown together socially and in religious worship. The Bishop memorial chapel is centrally located between the two schools. Religious services are conducted every Sunday morning at 11 a. m. by the resident chaplain. Daily chapel exercises, Christian associations, and Sunday school services are conducted regularly. Missionary work in the adjacent churches and settlements is carried on by the students under the direction of teachers. A regular church organization has been established. Membership is limited to the upper grades and to the faculty.

Military discipline prevails throughout in the boys' school, there being a complete battalion in command of cadet officers. Lieutenant George F. Turner, U. S. A., is commander of the battalion, having been detailed to the school by the war department several years ago. He has also been prominent in the promotion of clean athletics, and serves as the coach of the Kamehameha athletic teams.

The School for Girls. This is a home school, and furnishes a practical education for Hawaiian girls of twelve years of age or over, qualifying them for service at home, for wage-earning in some handicraft, and to enter the Normal school, the High School, and Punahou. The school course covers a period of six years; the course in dressmaking, two years. Certificates of graduation are

given students completing these courses.

The Kamehameha schools open Monday, September 15. The day is spent in registering new and old students. All are expected to be ready for work Tuesday the sixteenth. The number of students is limited by the number of rooms. Every room is taken, and there is the usual large waiting list. The manual department accommodates 160 boys, the preparatory department 70 boys, and the school for girls 120 girls. Last year the trustees completed Senior Home—a carefully planned, well-built cottage of concrete. The building is for the senior girls. It is a model after its kind. Here the senior girls live, and in small groups receive their final training. The care of the building, the daily menu, all the work incident to the family, is here carried out under trained supervision, so that each senior girl may go out from Kamehameha trained in home economics. The Servant Cottage, at the rear of the main building, is the home of the training in serving and dressmaking. The laundry, in the basement of the main building, is a busy place, each girl receiving here the necessary training in washing and ironing. The garden offers healthful out-of-door training. The tennis courts, the extensive lawn are daily in use for recreation.

The preparatory boys have their large vegetable gardens, which furnish them not only with good exercise, but also a little pocket-money. In the manual training, building the little boys are taught the elements of vocational work. The military drill at preparatory is directly under the commandant, and a drill sergeant is conducted by a commissioned cadet officer from the manual department. All the sports indulged in by the manual boys are eagerly taken up by the youngsters.

In the manual department each boy is taught the elements of a trade. Half of each school day is spent in the large, well-equipped manual training shops. Printing, carpentry, painting, forging, blacksmithing, machine work, power and electrical work, occupy the boys. All of the upkeep is done by the boys, a great amount of productive work each year is turned out. But the training in each shop is the essential feature of that shop. Where productive work can be done without loss, it is attempted. Last year much of the furniture for the senior cottage for the girls, was made by the carpenter boys. The machine shop boys turned out several good-sized jobs for the Honolulu Iron Works, the forge shop built entire a large four wheeled dump wagon for use on the farm, the power boys completed a large number of iron beds for the boys' dormitories. All the shops are very busy all the time, and the boys who are fortunate enough to be in the shops are certainly receiving a training that would be difficult to be duplicated elsewhere.

The military instruction is a distinct feature of Kamehameha. Ever since the war department granted the schools a commandant from the regular army, the response has been very hearty. From the first, Kamehameha was placed in class A, and will continue in that class the coming year, as the examinations last May were successfully passed by the cadets.

In athletics, the general athletic policy is guided by an athletic committee. The committee last year included Lieutenant Turner, chairman; Messrs. Bartlett, Hopwood, Thompson and the captains of the various teams. The president has not yet appointed the athletic committee for the coming year except that he has asked Lieutenant Turner to continue as chairman. The personnel of the committee is regularly announced at the first faculty meeting of the year.

Following are the officers of administration of the Kamehameha schools:

Perley L. Horne, A. M., president; Ulrick Thompson, vice president; Rev. John Lloyd Hopwood, chaplain; Alfred B. Sill, registrar and business agent; Miss Ida M. Pope, principal, School for Girls; Miss Alice E. Knap, principal, preparatory department, School for Boys; Charles G. Collins, M. E., superintendent of mechanical instruction.

Public Schools Open 15th.

With an enrollment of more than 10,000 pupils, a gain of 400 over last year, the public schools of Honolulu will open for the fall term September 15. It was stated at the department of public instruction this morning that all arrangements for the opening have been practically completed, the appointment of teachers having been finished some time ago. The 1913-14 school year has been divided into three terms; namely, the fall term, September 17 to December 19, 14 weeks; the winter term, January 5 to April 3, 13 weeks, and the spring term, April 13 to June 26, 11 weeks.

The most important feature in the opening of the public schools this year will be the introduction for the first time in Honolulu of a system of vocational guidance and training, for which system the last legislature appropriated \$45,000. This work in the Honolulu schools will be in charge of S. T. Hoyt, and the board of public instruction has practically decided upon the Kaula school, Palama, as the central vocational school. By the term "vocational training" is meant that form of training and education whose controlling purposes is to fit for some useful occupation. In school nomenclature this term, like manual training, is as much indefinite as it is misleading. The term, however, is broadly used by school men, and the public, and could hardly be dropped for a more general one.

Adequate vocational training, maintaining the proper balance between vocational subjects and general education, should be the aim and object of the work in the public schools. The fundamental principle in the organization of vocational work in the elementary grades will be toward a preparatory school, operated to give the boys and girls of twelve to fourteen years of age some intensive study in manual training during part of the day, in an effort to discover their natural bent in vocational education. These aims are as follows:

1. To make the work pre-vocational; to acquaint the pupils with tools; to teach tool processes; to acquaint the child with working material; to make useful articles; to hold the child in school, and to do practical work. The work is planned for the pupils in the eighth grades, although children over eleven years of age should be instructed in the manual arts. It is hoped that the retarded pupil will be awakened to the importance of such work, while the teacher may correlate the work to advantage.

The supervisor is to plan the work, prepare written instructions, provide material, and have general care of the equipment. He is to direct and criticize the work of the pupils and visit the schools as frequently as possible.

In some districts it may be possible to consolidate schools in this work. The grade teachers are to co-operate with the vocational instructor and under his direction assist in carrying on the work. All of the work is to be practical in character and correlated more or less with instruction in agriculture. In some of the rural school houses it is difficult to obtain a suitable place to carry on shop work, while in others it is more convenient.

Elementary Agriculture. The educational value of an agricultural course, together with the economic reasons for such instruction, gives the subject a double purpose. The opportunity of obtaining useful information and developing mental powers is excellent in this form of education. While in an agricultural relation the department of public instruction should in some way offer means of obtaining instruction in such work. The child interested in some form of agriculture finds a chance for the proper enjoyment of leisure time; this helps to solve many of the social problems of a community. The following course is not intended to teach pure science, but rather to acquaint the child with his environment through local industries, and work. All good work in agriculture in the grades should teach the pupil to see accurately and to reason correctly from what is seen. To have the child do as well as to read and listen. The purpose and point of view should be:

1.—To give first hand knowledge of nature.
2.—To learn the useful and helpful in nature.
3.—To form permanent, helpful life relations.

4.—To form a basis for work in agriculture in the lower grades. If careful attention is paid to material it will not be difficult to cover the ground of the course in the time assigned. Material must be on hand for daily observation as it is an absolute requirement for thought development. Children should be guided along lines of correct observation. It is better to omit the work entirely than to try to teach without material.

The public schools of Honolulu are in great need of some form of training to prepare the young in efficient ways of living. The matter of taking correct exercise, the eating of proper foods, and the importance of sanitation has not been solved by the teachers. Many of our school children are ill-nourished and improperly fed, which is, in most cases, not due to economic conditions but rather to carelessness and ignorance on the part of the parents. There are no available statistics to show the large number of children yearly retarded and finally eliminated by lack of proper food to eat and sickness caused by unsanitary conditions. The problem of the department of public instruction is, therefore, to adapt its course to the needs of the children and their environment.

The equipment needed in the school for cooking depends a great deal upon the number of pupils enrolled in the school and upon the way in which the course is given. If the school is crowded and conditions are such that cooking cannot be taught daily, a much smaller equipment is necessary than is needed by a school which gives lessons in cooking and serves lunches to a large number of pupils. In the larger schools food may be prepared and served to the pupils at a very small cost. In this way the pupil not only gains a first hand knowledge of the best way to prepare foods, but also a good idea of the relative nutritive value of what he eats. In all courses in cooking, it is of prime importance that the child should be taught the relative economic and nutritive values of foods.

He should also be taught the necessity of absolute cleanliness and neatness in the preparation of meals. The cooking courses are also valuable in that they afford excellent opportunity for correlation with garden and shop work. If the pupil knows that the vegetables which are so carefully cultivated are to be used in the cooking course, the pupil will take greater interest in both cooking and gardening. The shop can contribute much to the kitchen in the way of tables, meat safes, cupboards, rolling pins, stools, shelves, etc. Thus, by correlating the different departments of vocational training, the school becomes more nearly like a home and the child's training fits him more nearly for the duties of life.

College of Hawaii.

The College of Hawaii was established by Act 24 of the Hawaii legislature, which was approved March 27, 1907. It began work in February, 1908, with five students and two regular members of the faculty, the school then being located on Beretania street in the rear of the McKinley high school. During the same year application was made to the authorities at Washington for the grant of the funds popularly known as the Morrill

and Nelson funds, which have been appropriated for the more complete support and endowment of colleges of agriculture and mechanical arts throughout the United States. The request was granted, and by virtue of this grant the College of Hawaii became one of the colleges of agriculture and mechanical arts, of which there is at least one in every state and territory of the United States. In accordance with these grants, the College of Hawaii receives \$50,000 per year from the federal treasury, and which is in the nature of an annual endowment. At present the college is in its infancy, but established as it is on broad, liberal foundations, no college is better prepared to do the work before it than is the College of Hawaii. The institution is now offering to young men and women four courses of study leading to the bachelor's degree, namely: courses in agriculture, engineering, household economics and general science.

The courses in agriculture are designed to give the student an intimate knowledge of the fundamental principles which underlie agriculture as a science and a profession, and thus, to equip the student for effective service either in practical farming, agricultural education, or research work. Broadly considered, agricultural science comprehends a wide range of subjects, and includes something from nearly every department of human learning. Not in the sciences alone should the agricultural student be broadly educated, but also in mathematics, language, history, economics, and business methods. Accordingly, during the first two years the requirements of the course follow closely those laid down for the course in general science. The work of the last two years comprises for the most part the study of the subjects that pertain directly to the science and practice of agriculture. These are agronomy, or crop production, including a study of soils, fertilizers, crops and farm management; animal husbandry in its various branches, including the study of breeds of livestock and breeding, animal nutrition and stock feeding, dairying and poultry keeping; and rural engineering and rural economics. Courses in various branches of agricultural technology are now being developed, that of sugar technology, being already under way.

The student is brought into close practical contact with his subject. In agronomy he studies, in addition to the standard texts, the soils and crops themselves in both field and laboratory. Samples and specimens are collected, analyzed and classified. Methods of tillage and culture are carefully studied and fully recorded. Soil and crop improvement is given much attention. The student obtains a good knowledge of both the principles and practices that underlie good farming. In animal husbandry the student studies the breeds of livestock, not alone from standard texts, but by a study of the animals themselves. Occasional visits are made to the better class of Honolulu dairies, and a rule is made to inspect many of the importations of fine cattle imported into the Territory. The principles of breeding, stock-feeding and general livestock management, as well as dairying and poultry keeping, are thoroughly studied both from the standpoint of theory and practice. The courses in farm management consist of studies in the methods of local plantation management, and systems of farm management in the United States and other countries. The college farm has been plotted, and systems of cropping and stocking have been worked out from various points of view. Record forms and methods of keeping accounts are worked out, and practical application made of them.

The courses in engineering, offered by the college are planned to give thorough training in the fundamental principles upon which professional engineering practice is based, and to illustrate the application of these principles by the solution of numerous practical problems. The science course is designed to meet the needs of those students desiring a general training in scientific subjects. For the first two years the arrangements of subjects is practically the same as in the agricultural course. Mathematics, the languages, English and German or French and the sciences—physics, chemistry, botany, zoology and geology are taken up.

In the junior and senior years, in order to give the student sufficient training in some one science to enable him to follow it as a profession, chemistry is given a prominent place. The course in household economics offers the opportunity for the students to obtain training along both scientific and artistic lines.

The library of the college of Hawaii contains a large and well selected collection of standard works. There are at present about 9000 volumes and 10,000 pamphlets. This will be added to as the necessity demands. Students in all courses are encouraged and required to make continued use of the library in connection with the subjects of instruction. Last year the College of Hawaii graduated five students. In the annual peace essay contest held this year, three students of the College of Hawaii succeeded in carrying off the first three places, the fourth being taken by a student of Oahu College. The academic year will begin September 8 with the following instructors:

John S. Donaghy, A. B., acting president, professor of mathematics and astronomy; John M. Young, B. S., M. M. E., professor of engineering and engineer for the college; William A. Bryan, B. S., professor of zoology; Arthur R. Keller, C. E., LL. B., professor of civil engineering; Frank T. Dillingham, B. S., professor of chemistry; Howard M. Ballou, A. B., professor of physics; Arthur I. Andrews, M. L. Ph. D., professor of English; Frederick G. Krauss, professor of agronomy; Vaughan Mac-

Caughy, B. S. A., professor of botany and horticulture; James F. Illingworth, B. S., M. A. Ph. D., professor of entomology; Herbert S. Walker, A. B., professor of sugar entomology; Joseph F. C. Rock, botanist; Minnie E. Chipman, assistant professor of ceramics; Florence M. Lee, B. S., assistant professor of domestic science; Mildred M. Yoder, Ph. B., instructor in history and economics; John T. McTaggart, instructor in shop work; Leslie C. Clark, B. S., instructor in agriculture; Rudolph Zurbuchen, instructor in German; Emily Farley, A. B., instructor in French; James Hamilton Pratt, B. S., instructor in chemistry; Louise Culick, M. A. B. S., instructor in bacteriology; Elizabeth L. Bryan, Sc. D., librarian.

Following is a list of the teachers appointed for the public schools of Honolulu:

Kaunamano. Charles W. Baldwin, principal; Mrs. Katherine Winter, Mrs. Karen Morgan, Miss Jessie Deems, Miss Emma Lyons, Miss Isabel Weight, Miss Aileen Nott, Miss Philomena Perry, Miss Ella Wong, Miss Eva Alana, Mrs. Mary Williams, Miss Ellen McCarthy, Mrs. Phoebe Amoy, Miss Amy Cheng, Miss Alice Brown, Miss Signa Wickander, Miss Michèle Hakala.

Kulokalan. Miss Harriet Needham, principal; Miss Naomi Brooker, Mrs. W. W. Minton, Mrs. G. C. Hofgaard, Miss Clara M. Gurney, Mrs. Edith Longley, Mrs. Mabel King, Mrs. J. J. Greene, Miss Mary Stone.

McKinley High School. M. M. Scott, principal; Frank Cunningham, Mrs. S. S. Kinney, Miss Clara Ziegler, Miss Abbie Dow, P. N. Folson, Miss Jennie Charlesworth, M. B. Balrow, Mrs. C. J. Huan, Miss Catherine Chace, Miss Florence Cassidy, Miss Louise McCarthy.

Normal Proper. Edgar Wood, principal; Miss M. Ida Ziegler, acting principal; Miss Ida MacDonald, Mrs. L. G. Marshall, Miss Ruth Shaw, Miss Ada S. Varney, Miss Della M. Stone, Miss Jane J. Walke, Miss Anne Van Schatek, Miss May L. Kluge.

Normal Training. Miss Mary O'Grady, Miss Helen Pratt, Miss Agnes Gilson, Miss Marie Teitle, Miss Marjorie French, Miss Alma Sawyer, Miss Grace Rose, Miss Wyllean H. Cutler.

Royal School. James C. Davis, principal; Mrs. Edna Paxson, Miss Juliet Taner, Mrs. Alice Brown, Mrs. Annie Awana, Miss Jean K. Angus, Miss Mille Morris, Miss Maria Pihl, Miss H. S. Oremba (sub. Mrs. Clarke), Miss Helen Robertson, Miss Frances Blund, Miss Mollie Grace, Miss Sadie McLean, Mrs. S. H. Douglas, Miss Ada Lyett, Mrs. Maria Marcellino, Miss Mabel Ladd, Miss Elizabeth Heen, Mrs. Fern McConley, Mrs. H. W. Finke, Mrs. Helen Vickery, Miss Gertrude Whittman, Pohukaina.

Miss Myra Angus, principal; Mrs. Akau Wong, Mrs. Esther Kekuku, Miss Agnes Creighton, Mrs. E. A. McGuire, Miss Olive Horner, Miss Carrie P. Gomes, Mrs. Margaret Waldron, M. K. Amona, Mrs. O. Mauer-mann, Miss Eleanor Vogel.

Kaula. Mrs. Nina L. Fraser, principal; Miss Mary Lofquist, Miss Mae Giles, Mrs. Ida Knight, Miss Florence Blake, Mrs. Mary Castro, Mrs. Rose Kong, Miss Florence Lynch, Mrs. Ramona Farin, Miss Tokie Miamoto, Miss Bernice Cooke, Miss Almee Mossman, Miss Lizzie Ayau, Mrs. Alice Hayward, Miss Mabel Larsen, Miss Inez Underhill, Mrs. Alice Chalmers, Miss Nora Stewart, Miss Emma Francis, Miss Lulu Koelling, Miss Emma Goo.

Kaula. Mrs. I. L. Creighton, principal; Mrs. Virginia Bauermann, Miss Kate McIntyre, Mrs. Mollie Yap, Miss Lan Yin Ching, Miss Hattie Yau, Mrs. Hilda Bushnell, Miss Gloria Allague, Miss Margaret Franco.

Central Grammar. Mrs. F. W. Carter, principal; Miss Isabel Kelley, Mrs. G. O. Hotel, Miss Gertrude McCroriston, Miss Alis J. Gault, Miss Mabel Armstrong, Mrs. Frank Cunningham, Miss Lily Ackerman, Mrs. L. A. Wilkins, Miss Mabel Lightfoot, Miss Edith H. Nichols, Miss Harriett Young, Mrs. George Coulter, Miss Jessie B. Smith, Miss Orpha Starratt, Miss Alice Winter, Miss Ann Z. Hadley, Mrs. Blanche Baldwin, Miss Frances Oremba.

Isaac M. Cox, principal; Miss Charlotte Cowan, Mrs. Helen Steward, Miss Emma Kaipu, Miss Ella B. Snow, Mrs. Angela Mann, Miss Julia B. Haley, Manuel De Corte, Miss Olive Clark, Miss Elizabeth Clark, Miss Carrie Norton, Miss Emma Vroom, Miss Helen King, Miss Mabel Ross, Miss Addie Johnson, Miss Lulu Gill, Mrs. Constance Vivas.

Girls' Industrial School. Miss Nellie Meade, Miss Lena Munroe, Miss Lucy Barber.

Waipae. Mrs. Hannah K. Ahi. Waikiki. Miss Ellen Kenway, principal; Miss Aline Ontai, Mrs. Helena Perry.

Molili. Mrs. J. C. Bell, principal; Mrs. Martha Bomke, Mrs. Mary Moore.

Manoa. Mrs. M. D. Brown, Mrs. Annabelle Royd.

Pauoa. Mrs. Louise Lucas, principal; Mrs. Daisy Hong.

Maemae. Miss Iwaleki K. Dayton, principal; Miss Victoria Jordan, Miss Maude Jordan, Mrs. Christine Gertz Fernle, Kaili-uka.

Miss Virginia R. Castanha, Kaili-kai. W. K. Kekapa, Moanalua.

Mrs. Clara Mokumain, Miss M. Evans.

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